DOCUMENT RESUME

ED 244 655 JC 840 212

AUTHOR Anderson, Robert A., Jr.
TITLE Performance Appraisal and Merit Compensation. Community Colleges: Quality Education for a Learning Society. Round Table Talk.
PUB DATE Apr 84
NOTE 45p.; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (64th, Washington, DC, April 1-4, 1984).
PUB TYPE Reports - Descriptive (141) -- Tests/Evaluation Instruments (160) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Community Colleges; Evaluation Criteria; *Merit Pay; *Personnel Evaluation; Personnel Policy; *Salaries; Two Year Colleges

ABSTRACT

Detailed information is provided on the Performance Appraisal/Salary System adopted by the New Mexico Junior College (NMJC) Board in 1981 as the basis for the performance evaluation of all college employees. Introductory material discusses the concepts of performance appraisal and merit compensation and provides an update on changes in NMJC's Performance Appraisal/Salary System that were implemented in 1982-83. Next, section I provides information on the philosophy and objectives of the system, the general assumptions upon which it is based and the responsibilities of the personnel involved in the evaluation process. Section II outlines the procedures for the performance appraisal, providing definitions of key terms and performance categories; a description of the seven parts of the appraisal forms; general instructions for performing appraisals; a short discussion of the college's normalizing procedure; an explanation of the performance appraisal review and procedures for handling the completed performance appraisal; a timeline; and a sample of a completed performance appraisal. Section III provides a general description of NMJC's compensation method, including information on compensation categories, meritorious points, and salary pool groups. Appendices contain performance appraisal instructions and sample forms. (HB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Community Colleges: Quality Education for a Learning Society

Round Table Talk

ED244655

Performance Appraisal
and
Merit Compensation

by Robert A. Anderson Jr.
President, New Mexico Junior College

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
R. A. Anderson
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Hobbs, New Mexico ★

JC 840 212

Sponsored by
American Association
of
Community and Junior Colleges

1984 AACJC Convention
Washington, D.C.

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☒ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

COMMISSION ON SMALL/RURAL COMMUNITY COLLEGES

PERFORMANCE APPRAISAL/MERIT COMPENSATION

ROUND TABLE TALK

AACJC CONVENTION, 1984
WASHINGTON, D.C.

With the growing public interest in visible evaluation programs which relate faculty (and others) performance to compensation awarded, there is a great deal of discussion focused on accountability and productivity in the present higher education environment.

There is no obvious single perfect system which may be acquired for adaptation at all institutions. Perhaps representative participation in the creation and implementation is the most important factor in a successful system. An excellent review of elements to be considered in devising a merit concept is addressed in an article entitled "Merit Pay" in the December/January, 1983/84 Community and Junior College Journal by Brian Donnelly, Dean of Academic Affairs at Central Ohio Technical College.

There have been a few community colleges throughout the years which have employed a merit philosophy as the basis for compensation, some of which tie directly into the continuing appraisal of employee performance and some which provide funds on a bonus concept which is awarded on an occasional basis to the best demonstrated performance within a given group.

Community colleges which have employed a continual performance appraisal associated with merit compensation for various groups of employees within the institutional setting are referenced for contact. Seward County Community Junior College in Liberal, Kansas (Dr. James Hooper, President) applies a merit remuneration system for all faculty as does Central Ohio Technical College in Newark, Ohio (Dr. Julius S. Greenstein, President). Howard Community College in Columbia, Maryland (Dr. Dwight Burrill, President) utilizes a variety of merit applications associated with employee groupings such as faculty, student services, administrators, classified staff, etc. New Mexico Junior College located in Hobbs, New Mexico (Dr. Robert A. Anderson, Jr., President) has used a merit concept for faculty remuneration since the institution began operation in 1965 and for the last 4 years has applied a single performance appraisal/ salary system to all employees.

The New Mexico Junior College experience has provided no less than four different systems over the years utilizing a merit philosophy as the basis upon which employee compensation was predicated. The current Performance Appraisal/ Salary System (PA/SS), which is by far the most complex to date, is being reviewed by a representative ad hoc committee which will result in modifications for the coming year. The evaluation of systems, like performance appraisal of people, provides the best results when done on a continual basis.

Of crucial importance to a merit pay concept which ties directly to appraisal of performance is the provision of and commitment to a staff development program which encourages and recognizes performance improvement. Additionally, orientation and training must occur for those who administer the program, especially the primary evaluators inasmuch as consistency is paramount to successful application.

PERFORMANCE APPRAISAL/SALARY SYSTEM

1982 - 1983

NEW MEXICO JUNIOR COLLEGE

PREFACE

The Performance Appraisal/Salary System was adopted by the New Mexico Junior College Board in concept during the Spring of 1981 and approved on September 16th of the same year as policy. It is the basis for performance evaluation of employees of the institution.

During 1981-82, the Performance Appraisal segment was implemented without individual rating results being applied to the Salary System portion. Rather, those employees who received a contract or other notification of employment for 1982-83 received the same base and merit percentages as other members of their salary group.

Suggestions and comments have been made by various individuals relative to refinement of the process including a lengthy discussion among supervisory staff with responsibility for administering performance appraisals. The focal issue of a majority of the comments related to the amount of time involved in conducting the process. Several changes have been incorporated to make the appraisal procedure less cumbersome and time consuming for both supervisor and supervisee. However, the basic content and intent of the system remains intact.

We know that the process of refinement will take two or three years and request that additional, constructive comments be made with the intent to improve the overall system. To repeat that which was stated a year ago - probably the single most important factor which will affect the Performance Appraisal/Salary System as it is being implemented is the individual and collective attitude towards it and that hopefully, each of us would be a positive influence on its application and refinement.

Robert A. Anderson, Jr.
President

RAAJr/hlj

PERFORMANCE APPRAISAL/SALARY SYSTEM
MODIFICATIONS FOR 1982-83

Following the initial year of implementing the approved Performance Appraisal/Salary System several suggestions for improvement were received. These suggestions came from various staff members and have resulted in the following proposed changes:

1. B.3 (page 2) & II. A. (page 4) - Performance appraisal is continuous, however, the formal review is conducted once annually. The Fall appraisal is optional with exceptions:

   a. The employee requests a Fall review. Request should be made at the beginning of the semester.
   b. The supervisor directs an appraisal predicated on needs of an employee working to overcome a deficiency.

2. C.2 (page 3) - The Division Chairperson or Department Head will be responsible for evaluating all employees in their respective divisions or departments. "Supervisor" is synonymous with Division/Department Head.

3. C.3 (page 3) - Self evaluation is to be optional for Classified Staff, however, it is still encouraged. Professional employees will complete a self evaluation for any formal evaluation.

4. II.C. Terminology (page 4) - The wording for the five rating categories has been revised.

5. II.D. Form Description (pages 5,6) - The sequence of the form has been revised and part IV - Overall Rating has been eliminated for the appraisal process.

6. Formal student evaluations are not part of the system, but are encouraged on an individual basis as an aid to self evaluation.

7. Classroom visitations will continue. They will be conducted a minimum of four times per year. A minimum of three visits will occur in the Fall and/or Spring prior to the formal appraisal session. The Vice President of Instructional and Student Services will visit at least twice during the year, with a minimum of one visit in the Fall or Spring prior to the instructor's formal conference with the Division Chairperson.

8. III.C.1 (page 15) - Instructional faculty will have all instruction and related functions evaluated by the Division Chairman. Six of seven possible merit points relate to this grouping. College and Community Service activities will be submitted to the Personnel Office. There is one possible merit point for College and Community Service. College and Community Service will continue for 1982-83 at a minimum of 100 hours. Eligibility for this point is still based on satisfactory performance in the employee's major job segments.

9. III.D.2 (page 15) Group III - Vice President and Dean's have been eliminated as a salary pool group. Salaries will be individually recommended by the President.

10. Forms for each payroll category have been modified to reflect suggested changes.

TABLE OF CONTENTS

	Page
PREFACE LETTER FROM PRESIDENT	i
I. INTRODUCTION	1
A. Philosophy and Objectives	1
B. General Assumptions	2
C. Responsibilities	3
II. PERFORMANCE APPRAISAL PROCEDURES	4
A. Definition of Performance Appraisal	4
B. Basis for the Appraisal	4
C. Appraisal Terminology	4
D. Description of the Appraisal Forms	5
E. General Instructions for Appraisal	6
F. Normalizing Procedure	6
G. Performance Appraisal Review	7
H. The Completed Performance Appraisal	8
I. Timeline (All Dates Approximate)	8
Figure 1--Nine-Month Professional Performance Appraisal	9
III. COMPENSATION METHOD--GENERAL DESCRIPTION	14
A. Introduction	14
B. Compensation Categories	14
C. Meritorious Points	14
D. Salary Pool Groups	15
Figure 2--Explanation/Example of Salary Pool Calculations	17
Figure 3--Explanation/Example of Individual Calculations	18
APPENDIX	A
Appendix A--Performance Appraisal Instructions	19
Appendix B--Sample Performance Appraisal Forms	20
Appendix C--College/Community Service and Professional Development Considerations	35

I. INTRODUCTION

A. Philosophy and Objectives

A successful performance appraisal/salary system is significant to New Mexico Junior College since people are its most important asset. How employees perform on the job relates directly to the success of the College in the service area.

The purpose of the system is to improve overall performance. The system provides one means to improved performance when both the employee and supervisor are committed to its principles. It recognizes and rewards meritorious service by fair and consistent performance appraisal.

Performance appraisal provides a way for NMJC employees to achieve personal goals, derive satisfaction from a job well done and to receive equitable, adequate and proper compensation based on performance.

The general objectives for performance appraisal are the following:

1. To promote effective communication between employees and supervisors;
2. To define or redefine job descriptions and establish institutional standards for performance;
3. To provide a data gathering system that fully and accurately documents the performance of college employees;
4. To provide information upon which to advise employees in their general development on a semi-annual basis;
5. To prescribe plans of corrective action to eliminate observable performance weaknesses;
6. To provide fair and impartial information on which to determine whether or not employment will be recommended to the President for the subsequent year and if so, a recommended compensation level; and
7. To provide the guidelines and procedure to assist the President in the final recommendations for employment.

A comprehensive salary system is vital to the employment and retention of highly qualified personnel. The following objectives have been established for the salary system:

1. To insure that all positions are kept in a fair and equitable compensation category-considering the work performed, the value to NMJC and relationships to the labor market;
2. To establish a uniform method for evaluating employee's performance and insure that employees are rewarded for satisfactory or meritorious work;
3. To insure that fair compensation is made within resources available annually;
4. To insure open and clearly understood criteria for salary increases to reduce the number of real or imagined appeals as to performance evaluation or salary;

5. To insure fair and consistent equal employment opportunity and affirmative action practices within the College; and
6. To provide the guidelines and procedures to assist the President in determining compensation amounts.

The system described herein focuses on objective as well as subjective performance appraisal. It necessitates an overall commitment for improvement by providing assistance, training, or experience to increase an employee's effectiveness in their present assignment and development for the future.

One very important part of the system is the formal appraisal interview between the employee and supervisor. The system includes preparation for the interview by both the employee and supervisor, the interview, commitment, and follow-up.

Performance appraisal is an essential part of salary administration. Salary considerations are not integral to the performance review,-- (they are handled as a separate consideration), however, the performance appraisal becomes a requisite for salary determination.

The salary system included has been developed as a set of procedures for salary calculations that are recommended to the President. These will assist him in determining individual employment and salary recommendations to the College Board. Calculations outlined in the system are not a guarantee of either an employment offer or specific salary amount.

B. GENERAL ASSUMPTIONS

1. The performance appraisal/salary system will become a part of the Handbook for Employees upon adoption by the NMJC Board.
2. The performance appraisal/salary system will apply to all employees of the College who are full-time as well as those part-time employees who are offered a position representing a 50% or more load.
3. Performance appraisal occurs on a continuous basis with scheduled conferences between the employee and supervisor once annually. Additional conferences may be necessary to establish and/or follow-up performance objectives.
4. Salary determinations of a meritorious nature for the subsequent year will be in the form of a non-base merit increment for that year only and not be applied to the following year's base salary. Individuals terminating employment with the College forfeit all calculated salary or fringe benefits except earned vacation.
5. The NMJC Board will determine annually what percentages of any salary increase for the subsequent year will be placed into the base pool and the merit pool.
6. The performance appraisal/salary system does not guarantee nor imply continuous employment or a specific salary amount to any College employee.

C. RESPONSIBILITIES

1. Director of Personnel and Staff Development

a. Coordinate the development of evaluation forms and instructions;
b. Distribute evaluation forms to those responsible
c. Moderate a normalizing process which would seek assurance of fair and consistent application of evaluation objectives and criteria
d. Advise in appraisals and follow-up for employees performing unsatisfactorily
e. Collect final evaluation review forms, develop a summary profile
f. Submit and review the appraisal results with the President for his consideration in determining final recommendations to the NMJC Board. The recommendations include:

1) Contract offers to professional employees for the forthcoming year
2) Offers of employment to classified employees for the forthcoming year
3) Compensation levels

2. Division/Department Chairman *

a. Complete the appropriate evaluation form for each employee under their supervision to include input from other personnel who have a regular opportunity to observe the performance of the employee, (i.e., the building supervisor in which a custodian works, etc.). This is to be optional in the Fall and required in the Spring.

b. Review appraisals for any employee performing unsatisfactorily with the Director of Personnel prior to discussing with the employee
c. Review the appraisal with the employee and request the employee's signature acknowledging the conference and appraisal
d. Provide the employee a copy of the completed performance appraisal form when the appraisal process is complete for that review period

3. Employee

a. Complete a self-appraisal on the form prior to the appraisal conference with the Division/Department Chairman (Optional for Classified Staff)
b. Review the self-appraisal and supervisor appraisal for concurrence or reconsideration
c. Attach agreement or explanatory/rebuttal statements to the appraisal documents as appropriate
d. Endorse the completed appraisal form at the conclusion of the appraisal process (a signature is not necessarily construed as agreement with the appraisal)
e. Retain a copy of the completed appraisal as reference for performance expectations during the next appraisal period

*The term "supervisor" is synonymous with Division/Department Chairman for purposes of this document.

II. PERFORMANCE APPRAISAL PROCEDURES

A. Definition of Performance Appraisal

A performance appraisal, for the purpose of this system is defined as a periodic evaluation of an employee's performance of assigned duties and responsibilities as well as developmental objectives (assigned and/or agreed upon). Appraisals of New Mexico Junior College employees should be results oriented. Appraisal periods are scheduled, but not limited to, once annually since performance appraisal is a continuous process.

B. Basis for the Appraisal

Employees desire answers to four basic questions: 1) What is my job? 2) What are the performance standards? 3) How am I doing? 4) What must I do to improve?

Primarily the requirements of the position (the position description) and not a comparison of employees, provides the basis for standards of performance upon which supervisors rate each employee.

The basis for performance appraisal is defined as, "the performance which may be expected after a reasonable period of training of a fully qualified, competent and acceptable employee."

C. Appraisal Terminology

Each area that is appraised can be rated as Outstanding, Above Satisfactory, Satisfactory, Below Satisfactory, or Inadequate. To insure that all employees are rated in accordance with the same standard, the following descriptions are provided:

5 - Outstanding--Performance that conspicuously stands out or is uncommonly excellent. Performance that significantly exceeds all major requirements of the position.

4 - Above Satisfactory--Performance that exceeds position requirements. Performance that meets all major requirements of the position and exceeds most expectations for competency on the job.

3 - Satisfactory--Performance which can reasonably be expected of a competent and acceptable employee. Consistently meets overall requirements of the position.

2 - Below Satisfactory--Performance below what can reasonably be expected of an employee after a reasonable period of time and training. Shortcomings are correctable and performance should not remain in this category indefinitely since improved performance will be expected. It is non-satisfactory performance in one or more key areas.

1 - Inadequate--Inadequate performance such that an employee is considered a liability. This category can be used for inexperienced employees still attaining competency. The employee clearly fails to meet minimum requirements of the area being appraised. The incumbent should either improve or move out of this position in a relatively short time.

D. Description of the Appraisal Forms

The Performance Appraisal Forms consist of seven (7) basic parts: (1) pertinent employee data, (2) performance factors, (3) developmental objectives--career, (4) college and community service, (5) position description and relative developmental objectives, (6) developmental objectives--position, (7) employee comment section.

1. Pertinent Employee Data--contains information such as name, division, date employed, time in the position, title, etc.

2. Performance Factors (Part I)--A series of qualitative factors which describe personal attributes possessed or exercised in the course of meeting the requirements of the position. This section is a worksheet for establishing the ratings for the major subsections of Part IV (position description), and for considering specific developmental objectives. Each factor contains a comments section to provide the rater an opportunity for a narrative summary about that factor. The comments section should be used to outline any areas the rater sees a need to highlight. Part II is not weighted, but is an aid for supervisors to be consistent in the factors considered in formulating summary ratings just as are student evaluation forms, classroom visitation forms, etc.

3. Developmental Objectives (Planned by Rater) (Part II)--The rater is to consider the performance factors (Part I of the appraisal) in which specific objectives could be assigned that would provide the employee opportunity to develop career-wise. It may also include objectives necessary to diminish or eliminate observable performance weaknesses. (See Appendix C for suggested activities.)

4. College and Community Service (Part III)--This part provides the employee an opportunity to list substantive areas of service to the college and/or to the community including any chairmanships or offices held during the rating period. (A minimum of 100 hours of actual service, excluding travel time, is considered meritorious--See Appendix C for suggested activities.)

5. Position Description* (Part IV)--This part is the core of the total appraisal process. It is an appraisal of an employee's progress toward accomplishing the performance dimensions and standards within major segments of the position description. It also contains objectives used to develop employees in specific areas within major segments of the position description and their progress toward achieving these. Objectives stated here are from Part V of the Appraisal Form completed during the Appraisal interview for the previous rating period.

*All positions must have a formal, written position description. Since that position description may not provide all the detail required to completely define the job it may be supplemented to define more specifically the broad duties spelled out in the position description. Position descriptions must be rewritten, when necessary, so that key factors in appraisal can be measured against specific job duties.

6. Objectives for the Next Rating Period (Part V)--The rater and the employee are to consider specific objectives relative to the major segments of the position description that would enhance job performance. These objectives should be agreed to by both the rater and the employee, but could be assigned by the rater as a valid expectation during the next appraisal period. Some objectives may be continuous over several appraisal periods. Those that can be completed within the next evaluation period should contain an anticipated completion date.

7. Employee's Comments (Part VI)--The employee may include a reaction statement to the completed appraisal. An attempt will be made, according to the established review process, to reconcile major differences of opinion between the employee and the supervisor regarding the performance appraisal.

   The completed appraisal form should be signed by both the employee and supervisor to verify that the appraisal conference did occur. The employee signature does not necessarily imply agreement with the completed appraisal.

E. General Instructions for Appraisal

Do not begin to rate an employee until familiar with the appraisal procedure. In completing the Performance Appraisal Form, the following should be considered:

1. Each part of the form must be completed. A rating consists of an X in the appropriate rating column. These should be typed or printed in ink. The rater is encouraged to comment on factors considered in Part I - in the space provided.

2. Consider each part separately. Do not be overly influenced by one or two unusual incidents, but rate in terms of regular day-to-day performance. Do not go beyond the appraisal period in your rating considerations.

3. Accomplishments against objectives need only be completed for employees who participate in the objective setting process.

4. Consider the appraisal in terms of the employee's present duties only.

5. Review the employee's performance and any suggestions with respect to improving that performance.

6. Review the employee's personal career objectives and goals as they apply to institutional needs and expectations when setting developmental objectives.

F. Normalizing Procedure

Prior to initial performance appraisal conferences, every College employee except the President, Vice-President for Instructional and Student Services, Deans and the Director of Personnel and Staff Development will be placed into one of several categories for a normalizing review.

Normalizing is a technique to insure fairness and consistency in the performance appraisal process. A uniform and objective method of gathering data that documents an employee's performance as accurately and completely as possible is most important. This documentary process begins with current position descriptions that specify institutional expectations and which provide the supervisor a baseline for appraising performance. During each scheduled appraisal timeline, meetings will be scheduled for the Division or Department Chairmen responsible for the group being reviewed. The Director of Personnel will moderate the meeting, during which the supervisors will discuss individual appraisals. This is not a meeting where supervisors will influence an employee's performance ratings. It is an opportunity to compare appraisals to determine if any group of appraisals is inconsistent with the majority in the process of determining ratings.

When consistency has been established, the supervisors will then schedule performance appraisal interviews with their employees.

G. Performance Appraisal Review

Appraisal conferences are scheduled during each appraisal period in which the employee's performance for that period is discussed. The completed appraisal form resulting from these conferences should be signed by both the employee and the supervisor to acknowledge the appraisal and conference.

Total agreement between the supervisor and the employee may not be attainable and is not necessary to complete the appraisal process. Part VI of the appraisal form provides the employee an opportunity to write opinions regarding the supervisor's appraisal for that appraisal period. When there is a written difference of opinion the following sequence may apply:

1. Seek resolution during the time of the initial conference.

2. Schedule a second conference within ten (10) working days after all initial conferences for the Division/Department have been completed. This schedule may fluctuate depending upon the need for second conferences.

3. Submit a written request to the Personnel Office to review any unresolved differences after the follow-up conference has been completed.

   The function of the Personnel Office is to insure that the employee's performance was appraised consistent with established procedures and not necessarily to change any performance appraisal rating.

4. The Director of Personnel will forward a recommendation for resolution to both the supervisor and the employee within five (5) working days after any scheduled conferences deemed appropriate during the review. This time may fluctuate depending upon the number of reviews requested during the appraisal period. The recommendation from the Director of Personnel finalizes the review request.

5. An appraisal form should be completed as resolved and both the supervisor and employee should sign the form. Resolved differences need not be written on the final form.

Compensation recommendations are tied to performance appraisal for employees and to funding established by the NMJC Board. Therefore, compensation resulting from the appraisal system is not subject to the review procedure.

H. The Completed Performance Appraisal

Upon completion the appraisal form is to be filed in the employee's personnel file.

A copy of the final form should be retained by the Division/Department Chairman and the employee. This should become a tool used to help improve job performance through counseling and follow-up of objectives established during the interview process. Performance appraisals completed in an informed and conscientious manner will be valuable to both the employee and the supervisor.

By periodic reviews of the employee's work performance, the supervisor gains a better understanding of the employee's value and capacity. As a result, the supervisor can more effectively develop and train employees to make best use of their respective abilities and can recognize meritorious service as well as assist the less than satisfactory employees.

The performance appraisal is important to employees because it points out how well they are progressing on the job. It should stimulate morale, interest and improved performance since it formally recognizes efficient service and points out unsatisfactory service. Performance appraisal results assist the President in determining his final recommendations, to the NMJC Board, of individuals to be employed for the following year and their compensation levels. (See page 14, Handbook for Employees.)

I. Timeline (All Dates Approximate)

	Classified	9-Month	12-Month
Conference	October 15* & April 1	November 15* & March 15	November 1* & March 1
Normalizing	Between 3/15 & 4/1	Between 3/1 & 3/15	Between 2/15 & 3/1
To Board	April	April	April

*(Optional) An employee can request a formal evaluation for the Fall semester by notifying the division/department head at the beginning of the term, otherwise the formal evaluation will be at the request of the division/department head.

PERFORMANCE APPRAISAL

NINE MONTH PROFESSIONAL

EMPLOYEE'S NAME (Last, First, M.I.):	DIVISION/DEPARTMENT:	DATE EMPLOYED:
Doe, John E.	Occupation & Career Educ.	Aug. 15, 1973

POSITION TITLE:	SERVICE THIS POSITION:	DATE OF LAST APPRAISAL:
Professor of Drafting	YRS. 8 MOS. ____	November, 1981

PREPARED AND RATED BY:	POSITION:	DATE:
D. Supervisor	Division Chairman	Mar. 7, 1982

PART I. PERFORMANCE FACTORS
Individual skills and characteristics affecting performance. Pivotal behaviors pertinent to job success.

1. JOB KNOWLEDGE:
Know and understand NMJC policies and procedures. Understand the job duties and established objectives as described in the position description. Demonstrated skills and competence in the institutional position assignment. Stays current in the advances in the teaching field. Demonstrates understanding of job complexities.

COMMENTS:
1. Extremely competent instructor in skills associated with his teaching assignment.
2. Contact with local and district industry should be increased by reactivating the advisory committee and through other appropriate relationships to ensure the College program is meeting industry needs and enhancing student placement skills.

2. PLANNING AND ORGANIZATION OF WORK:
Objectively plans work and anticipates critical and problem areas; is creative, timely, and strives to improve methods and procedures. Sets goals and objectives. Class preparation.

COMMENTS:
1. The "Construction Drafting" course syllabus should be revised and up-dated -- set objective.
2. The instructor demonstrates good preparation for classroom presentation and required activities for students.

3. PRODUCTIVITY AND EFFICIENCY:
Tangible/measurable results, consistent, dependable, effective, accurate, desire, energy, volume of work, teaching load, contact hours, FTE generated.

COMMENTS:
1. Consistently generates new students for classes
2. Teaches 4 sections (24 contact hours) - Had 73 students in the Fall and 64 in the Spring.

4. INFORMATION PROCESSING (COMMUNICATION)
Clear, concise, and organized verbal and written communication; prompt and accurate completion of routine and special communications.

COMMENTS:
1. Has taken steps to ensure meeting the established deadline for mid-term grades.
2. Consistently meets requests for information and generally in a timely fashion.

5. RELIABILITY, DEPENDABILITY, RESPONSIBILITY:
Accountable for all decisions and actions; stable, flexible, complies with commitments and meets deadlines; punctual, posts and maintains required office hours.

COMMENTS: 1. Mr. Doe is an individual who is consistently available to students -- exceeds the minimum office hour standard. This enhances his student advising.

6. INTERPERSONAL RELATIONSHIPS:
Courteous, friendly, adaptable, tolerant, promotes harmony, works toward consensus; cooperative, cheerful, sociable, considerate.

COMMENTS: 1. Mr. Doe consistently promotes a positive atmosphere within the Division.
2. He is highly respected by his students and peers for his friendly, cooperative and outgoing manner.

7. JUDGEMENT AND DECISION-MAKING:
Takes sensible risks and implements innovations, competent in adverse situations.

COMMENTS:

8. RESOURCE MANAGEMENT:
Effectively organizes and coordinates the utilization of materials, budget, equipment and time.

COMMENTS: 1. Mr. Doe utilizes his time on campus extremely well. When not confering with students, he spends time reviewing new textbooks and instructional resources and in planning lectures and classroom activities.
2. Did an excellent job in preparing his budget request - much planning was evident in keeping requests well within institutional guidelines.

9. TEACHING TECHNIQUES AND STRATEGIES:
Innovative, adaptable to differing clientele, utilization of media, adaptable to differing levels of instruction, provides for alternate learning strategies.

COMMENTS: 1. Perhaps some time could be spent in considering alternate teaching strategies such as independent study modules, particularly for evening students who frequently miss class due to their jobs.
2. Mr. Doe is more than satisfactory in his teaching techniques.

PART II. DEVELOPMENT OBJECTIVES (PLANNED BY RATER) - SPECIFY:
Consider the performance factors of Part I for which objectives could be assigned that will provide the employee opportunity to develop careerwise or those objectives deemed necessary to minimize or eliminate observable performance weaknesses.

1. Develop suggestions to increase awareness of industry needs in drafting skills - include additional involvement in API and local area construction associations.
2. Plan visits to at least four area firms (engineering, architectural, construction, oil and gas) to discuss current technology and recent developments to ensure class strategies and activities are current.
3. Develop a plan to ensure currency in your field - may include a summer university program as personal development.
4. Provide monthly progress reports on objectives.

(Use additional sheets, if necessary)

PART III. COLLEGE AND COMMUNITY SERVICE:
List all activities participated in since the last review period.

1. College Service

a. Chmn. - Admissions & Scholarships Committee
b. Member - 5 yr. Facilities Planning Committee.
c. Participant - Bicycle safety day
d. Attend most athletic events

2. Community Service

a. Member - Downtown Lions Club
b. Coach - Little League Baseball Team
c. Blood donor
d. Member - United Fund Drive Committee

PART IV. POSITION DESCRIPTION
Evaluation of the employee's progress toward accomplishing the performance dimensions and standards within major segments of the position description.

MAJOR SEGMENT:	RATING: 1	2	3	4	5
A. Instructional Activities (6 points available)					
1. Instructional Performance				X	
a. Revise and up-date course syllabus for "Construction Drafting" by Dec. 01, 1981. (Completed satisfactorily)			X		
b. Ensure students clean their work stations at the end of each class period effective immediately. (Achieved per 5 spot checks).			X		
c. Turn in mid-term grades by prescribed deadline. (Accomplished this rating period).			X		
2. Instructional Program and Resource Improvement			X		
a. Reactivate and meet with advisory committee at lease once per semester - to ascertain the effectiveness of NMJC's drafting program in meeting local industry needs. (Met w/committee 12/9/81 - noted need for map drafting course).			X		
b. Develop map drafting course for implementation in the Fall, 1982. (Objective in progress - to be presented to Divn. Chmn. by 3/30/82).		X			
c. Develop independent study module covering 'x' concept for learning lab application by 1/25/82. (Objective incomplete due to admitted procrastination).	X				
3. Availability of Instructor				X	
4. Student Advisement					X
a. Personally contact each advisee (by letter, telephone, personal visit) who did not attend their scheduled conference - continuous objective			X		
5. Professional Development (Listing of possibilities in Appendix C).			X		
B. College & Community Service (1 point available)				X	

(Use additional sheets, if necessary)

PART V: OBJECTIVES FOR NEXT RATING PERIOD:
Mutually agreed to by evaluator and employee. These objectives will be established for major segments of the position description.

1.) Establish schedule for up-dating all course syllabi, to include progress review dates - by April 1, 1982.
2.) Establish a schedule for advisory committee to include proposed agenda items - by March 15, 1982.
3.) Present syllabus of proposed map drafting course to include course content and possible graphic aids - by March 30, 1982.
4.) Determine final requests for purchase of instructional aids, to include typed purchase requisitions - by May 01, 1982.
5.) Continue to develop assigned independent study module - complete by April 15, 1982.
6.) Develop a schedule for the semester that notes key deadlines for grade reporting, student advisement reporting, budget preparation, performance appraisal, etc.
7.) Schedule conferences with advisees by _____.
8.) Develop and maintain contacts for student recruiting sources - continuous but maintain a record of sources and activities and results.

(Use additional sheets, if necessary)

PART VI. EMPLOYEE'S COMMENTS:

EMPLOYEE SIGNATURE: John E. Doe	DATE: 3/7/82
EVALUATOR SIGNATURE: L. Supervisor	DATE: 3/7/82

III. COMPENSATION METHOD--GENERAL DESCRIPTION

A. Introduction

Compensation for College employees is determined by several factors and there are no written nor implied guarantees of specific compensation levels nor for merit increments in any year. The primary factors considered are performance appraisal results, determinations by the President, availability of funding for the next year and the base/merit percentage split determined by the NMJC Board for that funding.

When the NMJC Board determines funds available for salary increases and the base/merit split, then individual salary recommendations are calculated using the employee performance appraisals and the salary system guidelines.

Salary determinations of a meritorious nature will be applied during the subsequent year in the form of a non-base merit increment for that year only. Any non-base merit increment will not be applied to the base salary in the year following the award. The employee will receive the earned merit in twelve equal increments on the monthly payroll check. Should the employee terminate employment with the College for any reason the balance of that merit will be forfeited.

Employees must rate at least satisfactory in their major job functions to be eligible for meritorious consideration.

B. Compensation Categories

(NOTE: Eligibility for meritorious consideration for any employee is based on satisfactory performance of his/her major job function.)

Unsatisfactory		Satisfactory	Meritorious
Terminate/ Marginal	Probation/ Fair	Percentage of salary adjustment added to base--determined by Board action	7 points allocated to non-base merit increments--balance of Board determined percentage

C. Meritorious Points (Not a factor in a Fall appraisal)

1. Nine-month Professional

Major Job Segment	Possible Points
a. Instructional Activities*	6
b. Community Service and College Service**	1
	7

2. Twelve-month Professional and Classified Staff

Major Job Segment	Possible Points
a. Major and minor responsibilities (position description & objectives)	6
b. College Service, Community Service and Professional or Job Skill Development**	1
	7

D. Salary Pool Groups

For the purpose of determining salary increases each employee of the institution will be placed in a salary group pool. Percentage allocations will be determined by utilizing the sum of the current salaries in each group.

The salary groups are defined as follows:

1. Nine-Month Professional

All full-time nine-month teaching faculty will be in the same salary group.

2. Twelve-Month Professional Staff

Each twelve-month professional position will be placed within one of two salary groups with placement dependent upon the position description for the individual.

Group I--Officers, Assistant to the President, Counselors, Computer Programmer, Coordinators
Group II--Directors, Division Chairpersons

3. Classified Staff

a. Secretarial/Clerical

Each secretarial/clerical position will be placed within one of three salary groups with placement dependent upon the position description for the individual.

---

*The nine-month teaching professional must rate at least satisfactory in both teaching and advising to be eligible for meritorious points.

**Meritorious consideration for College and Community Service not encompassed in the Position Description.

Group I
Group II
Group III

b. Custodial/Grounds, Security, Maintenance

Each position will be placed in one of three groups determined by position descriptions.

Group I--Custodial/Grounds
Group II--Security
Group III--Maintenance/Supervision

Figure 2--Explanation/Example of Salary Pool Calculations

(Salary Pool--Five Employees)

Employee	1981-82 Base Year Total Salary	Merit Evaluation	Base	Non-Base Merit Increment	Base Salary 1982-83	Total Salary 1982-83	Merit Evaluation	Base	Non-Base Merit Increment	Base Salary 1983-84	Total Salary 1983-84
A	$18,000	Satisfactory	$1,200	$ -0-	$19,200	$19,200	Sat. + 1	$1,800	$ 400	$21,000	$21,400
B	19,000	Sat. + 3	1,200	855	20,200	21,055	Sat. + 3	1,800	1,200	22,000	23,200
C	20,000	Sat. + 7	1,200	1,995	21,200	23,195	Sat. + 5	1,800	2,000	23,000	25,000
D	21,000	Unsatisfac-tory/Probate	-0-*	-0-	21,000	21,000	Sat.	1,800** + 1,200	-0-	24,000	24,000
E	22,000	Sat. + 4	1,200	1,140	23,200	24,340	Sat. + 6	1,800	2,400	25,000	27,400
Pool Total	$100,000	14 Merit Points	$4,800* (6,000)	$3,990 (4,000)	$104,800 (106,000)	$108,790 (110,000)	15 Merit Points	$9,000	$6,000	$115,000	$121,000

The dollar amounts associated with performance appraisals will be calculated after the Board determines the per cent to be allocated for salary increases. Assume that Board approves 10% to be allocated to salary increases for 1982-83. 10% of $100,000 = $10,000 available for salary increases from this particular salary pool. Assuming a 60%/40% base-merit split, then 60% of $10,000 = $6,000 will be utilized for base increases. Divided equally five ways = $1,200. 40% of $10,000 = $4,000 which will be utilized for non-base merit increments. In this pool 14 merit points were awarded. $4,000 ÷ 14 = $286 rounded. Thus each point in the given year is worth $286, and the non-base merit increment is then calculated by multiplying each employee's merit points by $286.

*Since employee D received an unsatisfactory rating, he receives no increase. The $1,200 base allocated to this position will not be expended but will remain in the base pool.

After the base year, salary increases are calculated as follows: take the total salaries for the previous year ($110,000) and take the Board determined percentage increase (assume 10% again) to determine the total new monies available ($11,000); add this to the previous year's total salaries ($110,000 + $11,000 = $121,000); subtract the previous year's base salaries from the new total ($121,000 - $106,000 = $15,000); from this difference ($15,000) calculate the base/merit split (assume 60/40 = $9,000/$6,000).

In the example above $9,000 ÷ 5 = $1,800 will be the individual base increase. $6,000 ÷ 15 merit points = $400 value for each merit step.

**Since employee D improved his performance to the satisfactory level, he is given the base adjustment ($1,200) which was denied him the previous year. Option to have previous increment re-instated based on recommendation of supervisor to President.

Figure 3--Explanation/Example of Individual Calculation

Merit Rating--John Doe, Professor of Drafting

Calculations are based on ratings from Performance Appraisal Form Part IV.

Part IV. Position Description--(Current nine-month professional)

A. Instructional Activities

	Wt.		Rating*		Wt.Pts.
1. Instruction	6	X	1	=	6
2. Instructional Program and Resource Improvement	1	X	0	=	0
3. Availability of Instructor	1	X	1	=	1
4. Advisement	1	X	2	=	2
5. Professional Development	1	X	0	=	0
	10				9

*Rating for merit consideration is +1 or +2 over satisfactory.
No. of possible weighted points equals 20.

Calculation: 9.0 wt. pts. ÷ 20 possible X 6 merit points = 2.7
Standard Rounding Procedure: Round up at .50 or above = 3.0
Otherwise drop

A.	Teaching and related functions (6)	=	3 merit points
B.	College Service/Community Service (1)	=	1
	Total Merit Points **		4

**There are seven total merit points possible for all payroll categories.

APPENDIX

PERFORMANCE APPRAISAL INSTRUCTIONS

I. INTRODUCTION

Supplementing day-to-day communication between the employee and the supervisor, the primary purposes of the Performance Appraisal are to:

A. Encourage a periodic exchange of information between the employee and the supervisor regarding the employee's duties, responsibilities and priority job segments to ensure they both understand the job the same way.

B. Review the employee's performance and any suggestions with respect to improving that performance.

C. Review the employee's personal career objectives and goals.

D. Provide a data gathering system that fully and accurately documents and updates the employee's personal file with respect to education, work experience and performance.

II. SUPERVISOR'S (DIVISION/DEPARTMENT HEAD) INSTRUCTIONS

A. Give the entire package (instruction sheet, form and position description) to the employee. The employee should complete Parts I and IV as a self-evaluation, and complete Parts III and V in preparation for the appraisal interview. (The self-evaluation is optional, but encouraged, for Classified Staff.)

B. Part IV should include any changes the supervisor may have added to the major segments of the position description. The objective is to verify that the employee's concept of the scope and nature of the duties and responsibilities is compatible with the supervisor's.

C. While the employee completes a self-evaluation, the supervisor will complete Parts I, II, III, IV and V.

D. Schedule the appraisal interview with ample time to conduct a meaningful and uninterrupted discussion. Careful preparation is essential for both the supervisor and the employee. The interview should emphasize performance appraisal of tasks and performance, not the personal qualities of the individual, unless the employee's personal behavior/attitude negatively affects job performance.

E. The appraisal interview should conclude with a review of objectives and points agreed upon and a summary of commitments for future action should be noted in Parts II and V prior to the employee signing the appraisal.

F. Following the completion of the interview, return the original of the Performance Appraisal to the Personnel Office.

III. EMPLOYEE'S INSTRUCTIONS

A. Complete a self-evaluation of how well you rate yourself in the factors in Part I and how well you believe you perform the major job segments of your position in Part IV.

B. Be prepared to list any additional education (include professional workshops) or new skills you believe pertinent to your employment and which may not be known by your supervisor or included as part of your personnel file.

C. Complete Part III by listing applicable college and community service in which you have been assigned or have participated during the annual review period.

D. Prepare to discuss any training or development you believe would be helpful to your personal career and job performance development.

E. Prepare to discuss areas of your position in which you believe improvement is needed and consider measurable objectives to be accomplished during the next performance period.

F. Complete Part VI following the appraisal interview with the supervisor. Make any written comments desired regarding the performance appraisal review, career goals, assignment preferences, etc.

G. Sign the completed Performance Appraisal when a clear understanding of the items discussed is established. The signature verifies the appraisal interview was conducted and does not necessarily imply agreement.

IV. APPRAISAL TERMINOLOGY

1. Inadequate - inadequate performance such that an employee is considered a liability. This category can be used for inexperienced employees still attaining competency. The employee clearly fails to meet minimum requirements of the area being appraised. Incumbent should either improve or move out of this position in a relatively short time.
2. Below Satisfactory - performance that can be reasonably expected of an employee after a reasonable period of time and training. Shortcomings are correctable and performance should not remain in this category indefinitely since improved performance will be expected. It is non-satisfactory performance in one or more key areas.
3. Satisfactory - performance which can reasonably be expected of a competent employee. Consistently meets overall requirements of the job.
4. Above Satisfactory - performance that exceeds the job requirement. Performance that meets all major requirements of the position and exceeds most expectations for competency on the job.
5. Outstanding - performance that conspicuously stands out or is uncommonly excellent. Performance that significantly exceeds all major requirements of the job.

BEST COPY AVAILABLE

PERFORMANCE APPRAISAL

TWELVE MONTH PROFESSIONAL

EMPLOYEE'S NAME (Last, First, M.I.):	DIVISION/DEPARTMENT	DATE EMPLOYED

POSITION TITLE:	SERVICE THIS POSITION: YRS._____ MOS._____	DATE OF LAST APPRAISAL:

PREPARED AND RATED BY:	POSITION:	DATE:

PART I. PERFORMANCE FACTORS:
Individual skills and characteristics affecting performance. Pivotal behaviors pertinent to job success.

1. JOB KNOWLEDGE:
Know and understand NMJC policies and procedures. Understand the job duties and established objectives as described on the position description. Demonstrated skills and competence in the institutional position assignment. Stays current in the advances in the position. Demonstrates understanding of job complexities.

COMMENTS:

2. PLANNING AND ORGANIZATION OF WORK:
Objectively plans work and anticipates critical and problem areas; is creative, timely, and strives to improve methods and procedures. Delegates when possible. Sets goals and objectives.

COMMENTS:

3. PRODUCTIVITY AND EFFICIENCY:
Tangible/measurable results, consistent, dependable, effective, accurate, desire, energy, volume of work.

COMMENTS:

4. INFORMATION PROCESSING (COMMUNICATION):
Clear, concise, and organized verbal and written communication; prompt and accurate completion of routine and special communications.

COMMENTS:

5. RELIABILITY AND RESPONSIBILITY:
Accountable for all decisions and actions; stable, flexible, complies with commitments and meets deadlines; punctual.

COMMENTS:

6. INTERPERSONAL RELATIONSHIPS:
Courteous, friendly, adaptable, tolerant, promotes harmony, mediates, works toward concensus; cooperative, cheerful, sociable, considerate.

COMMENTS:

7. JUDGEMENT AND DECISION-MAKING:
Takes sensible risks and implements innovations, logical, competent in adverse situations.

COMMENTS:

8. RESOURCE MANAGEMENT:
Effectively organizes and coordinates the utilization of people, materials, budget, equipment and time.

COMMENTS:

9. LEADERSHIP:
Develops team efforts to achieve successful results; delegates responsibility, sets positive example, inspires confidence, effectively uses authority, develops personnel and demands quality performance.

COMMENTS:

PART II. DEVELOPMENT OBJECTIVES (PLANNED BY RATER) - SPECIFY:
Consider the factors in which objectives could be assigned that will provide the employee opportunity to develop careerwise or those objectives deemed necessary to minimize or eliminate observable performance weaknesses.

(Use additional sheets, if necessary)

PART III. COLLEGE AND COMMUNITY SERVICE AND PROFESSIONAL DEVELOPMENT:
List all activities participated in since the last review period.

1. College Service
2. Community Service
3. Professional Development

PART IV. POSITION DESCRIPTION:
Evaluation of the employee's progress toward accomplishing the performance dimensions and standards within major segments of the position description.

MAJOR SEGMENT:	RATING: 1	2	3	4	5

(Use additional sheets, if necessary)

PART V. OBJECTIVES FOR NEXT RATING PERIOD:
Mutually agreed to by evaluator and employee. These objectives will be established for major segments of the position description.

(Use additional sheets, if necessary)

PART VI. EMPLOYEE'S COMMENTS:

EMPLOYEE SIGNATURE:	DATE:
EVALUATOR SIGNATURE:	DATE:

PERFORMANCE APPRAISAL

NINE MONTH PROFESSIONAL

EMPLOYEE'S NAME (Last, First, M.I.):	DIVISION/DEPARTMENT:	DATE EMPLOYED:

POSITION TITLE:	SERVICE THIS POSITION: YRS._____ MOS._____	DATE OF LAST APPRAISAL:

PREPARED AND RATED BY:	POSITION:	DATE:

PART I. PERFORMANCE FACTORS
Individual skills and characteristics affecting performance. Pivotal behaviors pertinent to job success.

1. JOB KNOWLEDGE:
Know and understand NMJC policies and procedures. Understand the job duties and established objectives as described in the position description. Demonstrated skills and competence in the institutional position assignment. Stays current in the advances in the teaching field. Demonstrates understanding of job complexities.

COMMENTS:

2. PLANNING AND ORGANIZATION OF WORK:
Objectively plans work and anticipates critical and problem areas; is creative, timely, and strives to improve methods and procedures. Sets goals and objectives. Class preparation.

COMMENTS:

3. PRODUCTIVITY AND EFFICIENCY:
Tangible/measurable results, consistent, dependable, effective, accurate, desire, energy, volume of work, teaching load, contact hours, FTE generated.

COMMENTS:

4. INFORMATION PROCESSING (COMMUNICATION):
Clear, concise, and organized verbal and written communication; prompt and accurate completion of routine and special communications.

COMMENTS:

5. RELIABILITY, DEPENDABILITY, RESPONSIBILITY:
Accountable for all decisions and actions; stable, flexible, complies with commitments and meets deadlines; punctual, posts and maintains required office hours.

COMMENTS:

6. INTERPERSONAL RELATIONSHIPS:
Courteous, friendly, adaptable, tolerant, promotes harmony, works toward consensus; cooperative, cheerful, sociable, considerate.

COMMENTS:

7. JUDGEMENT AND DECISION-MAKING:
Takes sensible risks and implements innovations, competent in adverse situations.

COMMENTS:

8. RESOURCE MANAGEMENT:
Effectively organizes and coordinates the utilization of materials, budget, equipment and time.

COMMENTS:

9. TEACHING TECHNIQUES AND STRATEGIES:
Innovative, adaptable to differing clientele, utilization of media, adaptable to differing levels of instruction, provides for alternate learning strategies.

COMMENTS:

PART II. DEVELOPMENT OBJECTIVES (PLANNED BY RATER) - SPECIFY:
Consider the performance factors of Part I for which objectives could be assigned that will provide the employee opportunity to develop careerwise or those objectives deemed necessary to minimize or eliminate observable performance weaknesses.

(Use additional sheets, if necessary)

PART III. COLLEGE AND COMMUNITY SERVICE:
List all activities participated in since the last review period.

1. College Service

2. Community Service

PART IV. POSITION DESCRIPTION
Evaluation of the employee's progress toward accomplishing the performance dimensions and standards within major segments of the position description.

MAJOR SEGMENT:

	RATING: 1	2	3	4	5
1) Instruction--					
2) Instruction Program and Resource Improvement--					
3) Availability of Instructor--					
4) Advisement--					
5) Professional Development--					

(Use additional sheets, if necessary)

PART V. OBJECTIVES FOR NEXT RATING PERIOD:
Mutually agreed to by evaluator and employee. These objectives will be established for major segments of the position description.

(Use additional sheets, if necessary)

PART VI. EMPLOYEE'S COMMENTS:

EMPLOYEE SIGNATURE:	DATE:
EVALUATOR SIGNATURE:	DATE:

PERFORMANCE APPRAISAL

CLASSIFIED STAFF

EMPLOYEE'S NAME (Last, First, M.I.):	DIVISION/DEPARTMENT:	DATE EMPLOYED:

POSITION TITLE:	SERVICE THIS POSITION: YRS._____ MOS._____	DATE OF LAST APPRAISAL:

PREPARED AND RATED BY:	POSITION:	DATE:

PART I. PERFORMANCE FACTORS:
Individual skills and characteristics pertinent to job success.

1. JOB KNOWLEDGE:
NMJC policies and procedures. Job duties related to position description. Demonstrated skills and competence for the current institutional position. Competent in adverse situations. Stays current in technology for the position. Understands division/department objectives.

COMMENTS:

2. PLANNING AND ORGANIZATION OF WORK:
Objectively plans work; anticipates critical and/or problem areas; logical, timely, sets goals; strives to improve methods and procedures.

COMMENTS:

3. PRODUCTIVITY AND EFFICIENCY:
Tangible/measurable results, consistent, dependable, effective, accurate, desire, energy, volume of work.

COMMENTS:

4. INFORMATION PROCESSING:
Clear, concise and organized verbal and written communication; prompt and accurate completion of routine and special communications.

COMMENTS:

5. INTERPERSONAL RELATIONSHIPS:
Courteous, friendly, tolerant, promotes harmony, cheerful, considerate.

COMMENTS:

6. DIRECTION REQUIRED:
Responds to and follows directions, ability to understand and perform duties without detailed and frequent supervision.

COMMENTS:

7. PROFESSIONAL QUALITIES:
Effectiveness and contribution to overall institutional program, cooperative, versatile, commitment to institutional mission and goals, personal bearing and appearance, dedicated to high standards of performance.

COMMENTS:

8. SPECIAL QUALIFICATIONS, SKILLS OR ABILITIES:
Those which qualify the employee particularly well for current job assignment. Those skills, knowledge or experience yet required to perform at a fully competent level in current job assignment.

COMMENTS:

PART II. DEVELOPMENT OBJECTIVES (PLANNED BY RATER) - SPECIFY:
Performance factors of Part I for which objectives are established to provide the employee the opportunity to develop in the current assignment or for growth potential. Or, establish those objectives deemed necessary to minimize or eliminate observable performance weaknesses.

PART III. COLLEGE AND COMMUNITY SERVICE AND PROFESSIONAL DEVELOPMENT :
List all activities participated in since the last review period.

1. College Service
2. Community Service
3. Professional Development

PART IV. POSITION DESCRIPTION:
Evaluation of the employee's progress toward accomplishing the performance standards for major segments of the position description.

MAJOR SEGMENT:	RATING:				
	1	2	3	4	5

PART V. OBJECTIVES FOR NEXT RATING PERIOD:
Objectives established to meet performance standards for major segments of the position description.

(Attach additional sheets as necessary)

PART VI. EMPLOYEE'S COMMENTS:

EMPLOYEE SIGNATURE:	DATE:
EVALUATOR SIGNATURE:	DATE:

APPENDIX C

PERFORMANCE APPRAISAL
COLLEGE AND COMMUNITY SERVICE AND PROFESSIONAL DEVELOPMENT

New Mexico Junior College employees are strongly encouraged to engage in college and community service. Considering individual abilities and interests the following are activities that would insure a variety of opportunity for all employees. Also included are professional development considerations to foster enthusiasm for new ideas and continued growth as individuals.

I. College Services

The employee's service to the College is an important function if there is to be responsible growth as an institution. The following activities are areas which have been identified as College Service and an employee can be a member or chairperson:

A. Membership on Standing Committee

1. Officer of Standing Committee

B. Membership on Ad Hoc Committee

1. Officer of Ad Hoc Committee
2. Employment Screening Committee Assignments

C. Membership in Staff Organization (Faculty or Clerical Staff)

1. Officer of Staff Organization
2. Assignment to Key Position on Internal Drives, (United Fund, Blood Drive, etc.)

D. Sponsor of Student Groups (Ex: Student Council, Phi Theta Kappa, SNA, etc.)

1. Chaperone Dances
2. Assist with Activities (Ex: Bicycle Safety, Track Meets, Run for Fun, Math-Science Bowl, Academic Games, etc.)

E. Conduct Tours (Ex: IRC, Art Laboratories, Science Facilities)

F. Membership in Off-Campus Professional Organizations (Ex: American Mathematical Society, API, AIME, etc.)

G. Attendance (support) at College Activities (Ex: Art Shows, Student Presentations, Athletic Events, etc.)

H. Participation in Marketing Activities

1. Institutional Marketing Activities
2. Education with Industry Program

I. Federal, State, or Foundation Grant Proposal for Direct Institutional Benefit and Not for the Individual

II. Community Services

The employee's service to their community is an important function in encouraging a positive attitude by citizens of the community towards NMJC. The following activities are identified for consideration:

A. Membership in a Service Club

1. Officer in a Service Club

B. College Speaker's Bureau (actually speak)
C. Serve on Community Board (Ex: Parks Board, City Council, School Board, Chamber of Commerce, etc.)

1. Officer on Community Board

D. Sponsor (or coach) Community Youth Groups (Ex: Soccer, Football, Baseball, Basketball, Junior Achievement, etc.)
E. Attendance or participation at Community Activities (Concerts, Pageants, Achievement, etc.)
F. Sponsorship or Participation in Math/Science Bowl, Academic Games, Vocational Fair, etc.

III. Professional Development

The employee's professional development is an important function in improving short-range performance related to job duties, in developing and advancing employees toward their highest contributing potential, and contributing to overall job satisfaction. The following are suggestions to consider:

A. Acquire College Credit (graduate or under-graduate) in approved Courses Related to Professional Field
B. Acquire Continuing Education Units in Approved Short Courses Related to Professional Field
C. Attend Approved Workshops, Conferences, Conventions Related to Professional Field (Not necessarily at college expense)
D. Serve as Consultant in Professional Field
E. Serve as Examiner for Accrediting Agency (Ex: NCA, NLN, etc.)
F. Publish Materials Relative to Professional Field

1. Programmed Instruction
2. Media Development

G. Institutional Research

1. Exposure to Policy Formulation

H. Expanded Job Assignment

1. Sick Leave or Vacation Replacement
2. Acting Assignment/Temporary Assignment
3. Job Rotation
4. Problem-Solving Assignment

I. Approved Private Study and Planned Reading

1. Programmed Instruction/Correspondence Courses
2. Key Writing Assignment
3. Educational TV Programs

ERIC® CLEARINGHOUSE FOR
JUNIOR COLLEGES
UNIVERSITY OF CALIFORNIA

JUN 29 1984

8118 Math-Sciences Building
Los Angeles, California 90024